

Beyond Proficiency:

Achieving a Distinguished Library Media Program



Kentucky Department of Education
August 2001

Beyond Proficiency:

Achieving a Distinguished Library Media Program



This document suggests guidelines for high-quality Library Media Programs in the Commonwealth of Kentucky and should be used to guide library media specialists in improving the library programs they administer. **Beyond Proficiency: Essentials of a Distinguished Library Media Program** is also intended to inform administrators and school-based decision making councils about high-quality Library Media Programs. The standards by which the library media specialist is evaluated indicate the need for a versatile educator who is an administrator of the Library Media Program, a teacher, an instructional partner, and an information specialist.

A print copy of this document has been mailed to each Kentucky superintendent, each public school principal, and each school library media specialist. This document is also available on the Internet at:
http://www.kde.state.ky.us/oet/customer/beyond_proficiency.asp

Web sites mentioned in this document will be updated in the online version.

TABLE OF CONTENTS:

Foreword	2
Document Development Committee	3
Introduction	4
Library Media Goals	6
Paradigm Shift	7
Essentials of a Distinguished Library Media Program	8
Information Literacy and Collaboration	15
Library Media Program	18
Program Evaluation Rubric	20
Library Media Support for Getting to Proficiency	27
Appendices	
APPENDIX A: Model Job Descriptions	29
APPENDIX B: Evaluation Tool for Library Media Specialists	32
APPENDIX C: Library Media Specialist and Technology	38
APPENDIX D: Library Staffing	39
APPENDIX E: Resources	40
APPENDIX F: Facility	41
APPENDIX G: Library Bill of Rights	44
APPENDIX H: AASL Position Papers	45
• Appropriate Staffing for School Library Media Programs	
• Flexible Scheduling	
• Information Literacy: A Position Paper of Information Problem Solving	
• Resource Based Instruction: Role of the School Library Media Specialist in Reading Development	
• Role of the School Library Media Program	
• Role of the School Library Media Specialist in Site-Based Management	
Appendix I: Kentucky Standards and Indicators for School Improvement	45
Glossary	46
Bibliography	48

Beyond Proficiency

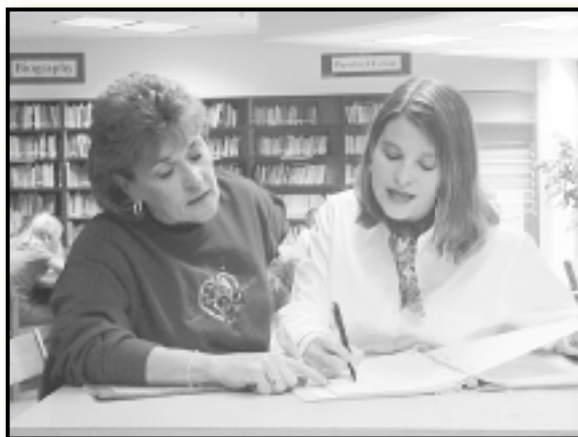
FOREWORD

Schools that view the Library Media Program as an integral part of the instructional program, with all the resources necessary to influence student achievement, increase their opportunity for success. With a new emphasis on skills which enable students to access and synthesize information available in both print and electronic media, the role of the Library Media Program and the library media specialist take on new importance to the success of the entire school. Current research indicates that there is a direct correlation between quality Library Media Programs and student achievement as shown in the Colorado Study [<http://www.chs.chico.k12.ca.us/~pmilbury/colo.html>] and the Kentucky Study [<http://www.pld.fayette.k12.ky.us/lms>].

One of the national education goals is for all adult Americans to be literate and to possess the knowledge and skills to compete in a global economy. Library media specialists promote information literacy as they help students to access, synthesize, produce and communicate information. This goal is accomplished more effectively when teachers and library media specialists collaborate in providing opportunities for students to think critically.

The Kentucky Department of Education acknowledges that a strong Library Media Program is one key to increasing student achievement.

You are encouraged to use this document to insure a strong collaborative role (collaboration between the library media specialist and the classroom teacher and/or administrator) for your Library Media Program as your school continues to grow and improve.



Collaboration - working with others - is a key theme in building partnerships for learning. Library media specialists have long understood the importance of collaborating with the different members of the learning community.

Information Power: Building Partnerships for Learning.
American Library Association, 1998, p. 50.

Beyond Proficiency

DOCUMENT DEVELOPMENT COMMITTEE

- Bob Bright, Principal, St. Charles Middle School, Marion County
- Susan Cross, Library Media Supervisor, Hardin County
- Diane Culbertson, Information Resources Consultant, Kentucky Department of Education
- Debbie Ernstberger, Library Media Specialist, East Calloway Elementary School, Calloway County
- Blenda Fields, Library Media Specialist, Buckner Elementary School, Oldham County
- Kristi Garrison, Library Media Specialist, Anderson County Middle School, Anderson County
- Linda Gray, Visiting Librarian, Jefferson County
- Kay Greer, Library Media Specialist, Southwest Elementary School, Calloway County
- Michele Guthrie, KETS
Coordinator, Region 4 Service Center
- Mary Ann Kolloff, Assistant Professor, Library and Information Science, Eastern Kentucky University
- Jennifer Lake, Library Media Specialist, Jackson County High School, Jackson County
- Sue McHargue, Library Media Specialist, Camden Station Elementary School, Oldham County
- Dr. Christine McIntosh, Library Media Specialist, Bernheim Middle School, Bullitt County
- Carolyn Nichols, Media Services Coordinator, Fayette County (retired)
- Becky Preece, Library Media Specialist, Belfry High School, Pike County
- Ann Reidling, Assistant Professor, Library Information Science, Spalding University
- Merry Kay Stegner, Library Media Specialist, Mason County Middle School, Mason County
- Becky Stephens, Library Media Specialist, Hearn Elementary School, Franklin County
- Joyce Thomas, Assistant Professor, Library and Information Science, Eastern Kentucky University (retired)
- John Williamson, Instructional Supervisor, Ft. Thomas Independent
- Jackie White, Assistant Professor, School of Library and Information Science, University of Kentucky



The committee wishes to thank Dr Marjorie Pappas of Eastern Kentucky University and the University of Northern Iowa for reviewing the document and making suggestions for revision.

Beyond Proficiency

INTRODUCTION

A school Library Media Program is an integral part of a student's learning experience. ***Beyond Proficiency: Achieving a Distinguished Library Media Program*** focuses on the role of the LMC in supporting student achievement. The current document has been influenced by *Information Power: Building Partnerships for Learning* (1998) and *Online II: Essentials of a Model Library Media Program* (1995). Library media specialists, administrators, and representatives from higher education developed ***Beyond Proficiency***. ***Beyond Proficiency*** provides guidelines for high-quality Library Media Programs in the Commonwealth of Kentucky. It should be used to:

- guide library media specialists in improving the library programs they administer.
- inform administrators and school-based decision making councils about a high-quality Library Media Program.

Library media specialists and principals are encouraged to evaluate their Library Media Programs along the continuum of Apprentice > Proficient > Distinguished. The appendices contain additional tools to use in the evaluation of facilities, resources, and programs.

Research on the state, national, and international levels recognizes the importance of high-quality Library Media Programs in the education process. Data from a 2000 University of Kentucky Study indicates that "students with access to stronger library media collections perform better on the Kentucky Core Content Test - CATS (Commonwealth Accountability Testing System)." [<http://www.pld.fayette.k12.ky.us/lms>]

Some of the characteristics of top-scoring schools include:

- **Flexible scheduling** for the Library Media Program - students have more access to information and an information mediator (the library media specialist)
- Library media specialists (LMSs) who remain current with **technology advances**
- LMSs who are involved in **professional associations**
- Inclusion of the Library Media Program in the **Consolidated Plan**

These findings confirm an earlier study that "well-staffed, well-stocked, and well-funded Library Media Programs are an essential component of successful schools." (<http://www.lrs.org/pdf/Fastfacts/169crisis.pdf>)

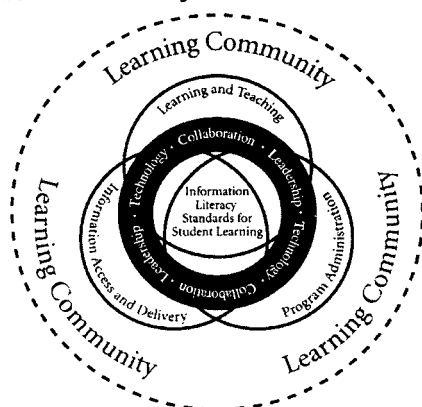
Education reform recognizes the need for and promotes collaboration among members of the instructional community of a school. When library media specialists (LMS) are included in the collaborative effort, their expertise as instructional consultants is realized. This expertise includes knowledge of resources and information-literacy skills and of the school-wide curriculum. Research indicates students whose library media specialist participates in the instructional process are higher academic achievers. This research verifies that it is necessary to involve library media specialists in the collaborative process.

For information regarding ***Beyond Proficiency*** and Library Media Programs, contact: Diane Culbertson at dculbert@kde.state.ky.us or call 502-564-7168.

A professional school library media specialist is essential to create a dynamic program that challenges students to create personal meaning from information and to participate in a collaborative culture of learning.

Information Power: Building Partnerships for Learning. American Library Association, 1998, p. 59.

The Information Power Logo



The Information Power Logo is used with permission and is from the book, *Information Power: Building Partnerships for Learning* by the American Association of School Librarians and Association for Educational Communications and Technology. Copyright © 1998 American Library Association and Association for Educational Communications and Technology.

It is imperative that administrators, SBDM councils, teachers, parents, and students as well as library media specialists demand high-quality Library Media Programs within their schools. When that effort is realized, effective Library Media Programs will help to empower students to achieve information literacy within their academic expectations.

The passage of House Bill 324 in the year 2000 was a fitting way for Kentucky state legislators to support school Library Media Programs. HB 324 "requires each public elementary and secondary school to establish and maintain a school library media center that is staffed by a certified school media librarian." It goes on to "require the school council to consult with the school media librarian on matters pertaining to the facility." Amendments to the bill "establish duties of the school media librarian and permit school media librarian to be employed at two or more schools in a district; it also permits a vacancy to be filled temporarily by a person who is pursuing certification or by an employee hired for no more than sixty days." The actual funding for these programs must be a priority with the administration and school-based decision making council in each school in Kentucky. [<http://www.lrc.state.ky.us/record/00rs/HB324.htm>]

After a decade of implementing education reform, library media centers are no longer isolated depositories of resources. The Library Media Program has become an integral part of instruction through collaboration and support of the curriculum. It is the center for student-centered authentic learning, and inquiry learning through technology, print, and other media. A certified media specialist provides guidance to students and others in the learning community as they learn to locate, evaluate, and use relevant information in a variety of formats - skills necessary for lifelong learning. The Library Media Program supports project-based learning.

Beyond Proficiency provides guidelines for high-quality Library Media Programs in the Commonwealth of Kentucky. This supports the Kentucky Department of Education initiative, "Getting to Proficiency," which supports every school reaching proficiency by 2014.

The student who is information literate recognizes that having good information is central to meeting the opportunities and challenges of day-to-day living. That student knows when to seek information beyond his or her personal knowledge, how to frame questions that will lead to the appropriate information, and where to seek that information.

Information Power: Building Partnerships for Learning.
American Library Association, 1998, p. 9.

Beyond Proficiency

LIBRARY MEDIA GOALS

The school Library Media Program is an integral part of the school's total educational program. In today's information age, an individual's success in problem solving, becoming an informed citizen, even in pursuing personal interests largely depends upon the ability to access, use and evaluate information from a variety of resources thus ensuring that students become information literate. Adequate library media facilities, with appropriate resources and professional personnel, are key components to success. The Library Media Program should provide an inviting, accessible and stimulating environment for meeting the information needs of the total school community.

A quality school Library Media Program is basic to the successful implementation of Kentucky's learning goals and academic expectations. Examples of specific academic expectations supported by the school Library Media Program are included with each of the following goals. New teacher standards supported by the school Library Media Program are also indicated.

Students will:

- Use a variety of library media resources and technologies to locate, organize, and present information relevant to a specific need or problem. [Academic Expectations: 1.1, 1.10, 1.16, 5.3, 5.5, 6.2, 6.3]
- Evaluate, interpret, and select information that meets their needs. [Academic Expectations: 1.2, 1.3, 1.4, 1.6, 5.2, 5.4, 5.5, 6.2, 6.3]
- Function as independent learners by using library media resources as well as resources beyond the school site. [Academic Expectations: 1.1, 1.2, 1.4, 1.16, 3.7, 6.2, 6.3]
- Pursue areas of personal interest through reading and research in the library media center and beyond. [Academic Expectations: 1.2, 3.7, 5.1, 5.5]

The school community will:

- Collaborate with the library media specialist to fully integrate library and information skills instruction into the curriculum. [New Teacher Standards: 1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 6.1, 6.2]
- Consult with the library media specialist about resources required for units of study. [New Teacher Standards: 1, 2]
- Provide individualized and independent learning opportunities for students through the use of the library media center. [New Teacher Standards: 1, 2, 3.4, 3.10]
- Enhance their personal knowledge and educational expertise by accessing professional information through the library media center. [New Teacher Standards: 7]
- Assess students collaboratively [Library Media Content Standard 8 of the New Teacher Standards]

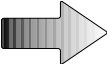
The school library media specialist is a catalyst in generating a spirit of inquiry within the learning community. By modeling the processes of successful inquiry, the school library media specialist also takes the lead in promoting the habits and skills of lifelong, self-directed learning.

Information Power: Building Partnerships for Learning. American Library Association, 1998, p. 69.

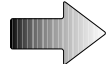
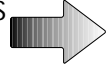

Beyond Proficiency

PARADIGM SHIFT FOR SCHOOL LIBRARY MEDIA PROGRAMS

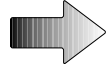
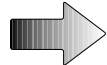
LMC ORGANIZATION

From		To
Library as an island		Library Media Program as an integral part of the school
Static grouping		Multi-age, multi-ability grouping
Rigid schedule		Flexible schedule
A quiet place for study		An active and exciting place where new knowledge is constructed

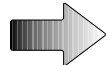
CURRICULUM and INSTRUCTION

From		To
Isolated learning activities		Interdisciplinary/thematic units
Isolated information skills		Integrated information skills
Emphasis on fact finding		Analysis and interpretation of data
Single source of information		Multiple sources of information
Copying information		Synthesizing information
Written or oral reports		Multi media presentations
Limited library reading activities		Variety of creative reading activities
Whole group		Whole group, small group, and individual
Information skills taught by LMS		Collaborative planning and teaching
Textbook-centered instruction		Project-based, student-centered inquiry learning, authentic learning
Student as passive learner		Student as active learner
Student as receiver		Student as producer

RESOURCES

From		To
Print and AV resources.		Print, AV, realia, hardware & software, adaptive resources, production equipment, electronic resources, etc.
Traditional AV equipment		Advanced technology
Limited resources onsite		Shared resources via networking
Collection based on quantity		Collection based on user needs
Outdated collections		Viable, current and accurate information

LIBRARY PROGRAM MANAGEMENT

From		To
Minimal funding		Increased funding to at least \$20 per student or 20% of instructional monies
LMS evaluation by teacher criteria		LMS evaluation by library media criteria
Outdated facilities		Flexible, functional state-of-the-art facilities
LMS as provider of planning time		LMS as collaborator and teacher or educational partner

Beyond Proficiency

ESSENTIALS OF A DISTINGUISHED LIBRARY MEDIA PROGRAM

ESSENTIAL ELEMENT:

Flexible Scheduling

- An effective Library Media Program:
- provides an open flexible schedule in which the library media specialist, facility, and resources are available to students and teachers on an "as needed" basis.
 - has no limitation on the length of the visit or the frequency of visits. Students and classes come as often and as long as necessary.

IMPACT:

WHY this is necessary for student achievement

Flexible scheduling:

- allows individual, small group and class accessibility to the LMC.
- gives students access to the LMC at the "point of need."
- enhances the teacher's access to resources and to the LMS.
- increases opportunities for "teachable moments."
- enables instructional partnerships with teachers.
- impacts student achievement positively.*

*See the Colorado Study:
<http://www.chs.chico.k12.co.us/~pmilbury/colo.html>

IMPLEMENTATION:

How this can be achieved by the Board of Education/Administration/SBDM, Teacher and LMS

Administration/SBDM:

- adopts flexible scheduling as school policy.

Library Media Specialist (LMS):

- plans collaboratively with teachers to establish and implement information literacy as an integrated part of the curriculum.
- takes leadership role in promoting and planning for flexible scheduling.

Teacher:

- observes successful flexible scheduling established in other schools (you have to observe it to understand how it works).
- uses student-centered learning and views the Library Media Program as an integral part of curriculum.
- encourages individual student use by providing time in the LMC.

ESSENTIAL ELEMENT:

Resources

An effective Library Media Program:

- provides appropriate, accurate and current resources in all formats to meet the needs of the school community.



IMPACT:

WHY this is necessary for student achievement

As the amount of information increases, the most current and appropriate print, non-print, and electronic materials must be available to all students and teachers in order to insure students' achievement of academic expectations.

Additional resources are necessary to support expanded school programs including:

- literature-based instruction
- primary school
- extended school services
- family resource center
- resource-based instruction preschool program

IMPLEMENTATION:

How this can be achieved by the Board of Education/Administration/SBDM, Teacher and LMS

Administration/SBDM:

- allocates adequate state/local funding to provide resources (recommendation of a minimum of \$15 or 20% of the instructional monies in addition to monies for technology hardware).
- provides funding from additional sources such as textbook funds, federal monies (Title, Chapter, ESEA), grants, etc.

Teacher:

- communicates needs for LMC resources.

LMS:

- coordinates requests to expend funding through a written collection development plan.
- catalogs or inventories all resources and equipment to provide more cost effective purchasing and to provide access for all teachers and LMSs.
- utilizes online databases to provide current resources.
- collaborates in selecting and sharing resources with other libraries and the community.

ESSENTIAL ELEMENT:

Technology

- An effective Library Media Program:
- utilizes current technology to provide efficient access to and effective communication of information.



IMPACT:

WHY this is necessary for student achievement

- Technology facilitates individual and small group research as well as large group instruction.
- Technology allows for fast, efficient retrieval of information on-and off-site.
- The use of technology provides students with life-long skills for the technological age.
- Learning is facilitated for special needs school population with adaptive and assistive technology.
- Technology facilitates the manipulation, production and communication of information.
- Technology allows students access to real world, real-time data.
- Technology supports problem-solving tied to authentic global issues.

IMPLEMENTATION:

How this can be achieved by the Board of Education/Administration/SBDM, Teacher and LMS

- Administration/SBDM:
- allocates adequate funding to purchase and update essential technologies including the library management component (see Glossary).
- Teacher:
- develops competency and expertise in the application of technologies for instructional needs.
- Teacher, LMS and technology personnel:
- plan cooperatively for purchase and utilization of electronic hardware and software.
- LMS:
- as the information technology specialist in the school, provides leadership in the long-range planning for the use of technology.
 - establishes networks with school, public and academic libraries to utilize telecommunications to access online services.
 - facilitates TV and AV production, television distribution facilities (Star Channel) and other equipment.
- Community:
- may access LMC online catalog and web resources via the Internet (by modem, DSL, cable, etc.) from home computer and other locations.

ESSENTIAL ELEMENT:

Environment

An effective Library Media Program:

- provides an inviting, accessible and stimulating place for individual and group use and shares resources across the school community.



IMPACT:

WHY this is necessary for student achievement

- An appealing environment and appropriate resources encourage academic and recreational use by students.
- Adequate, well-designed space provides areas for independent, small group and large group student activities.

IMPLEMENTATION:

How this can be achieved by the Board of Education/Administration/SBDM, Teacher and LMS

Administration/SBDM:

- provides adequate funding for space, furnishings, storage and technological capabilities.

Teachers:

- encourage, support and stimulate interest in the LMC program through modeling and personal use of the LMC.

LMS:

- arranges the LMC in an attractive and efficient way to provide a welcoming and enriching environment.
- promotes interest in utilization of the LMC with motivational activities and displays of student work.
- seeks student input to create an inviting environment in order to promote student ownership.

ESSENTIAL ELEMENT:

Staffing

An effective Library Media Program:

- provides adequate professional and clerical staff to meet the needs of the school community.



IMPACT:

WHY this is necessary for student achievement

Certified library media specialists are essential to the success of education reform because the LMS is a trained professional involved in the implementation of

- multi-aged grouping
- student-centered learning such as authentic learning, project-based learning and inquiry learning
- collaborative planning
- literature-based instruction
- technology
- extended school services and new information strategies and skills.
- the integration of information literacy into the curriculum

Skilled classified staff allows more time for certified personnel to work with students and teachers.

IMPLEMENTATION:

How this can be achieved by the Board of Education/Administration/SBDM, Teacher and LMS

Administration/SBDM:

- allocates adequate funds for staffing. (Staffing is consistent with personnel chart in Appendix C.)
- provides additional staff as recommended by **Information Power** (see Bibliography), Southern Association of Colleges and Schools and other guidelines.
- compensates the LMC staff for extended employment and extended school services.
- insures that LMS and LMC clerical staff are assigned responsibilities related to the Library Media Program.

Teachers:

- are offered information through professional development activities to understand the role of the LMS in the instructional program.

LMS:

- provides input for selection, training and supervision of clerical staff and volunteers.

ESSENTIAL ELEMENT:

Information Literacy

- An effective school Library Media Program
- provides opportunities and resources for teachers to integrate information skills into the curriculum.



IMPACT:

WHY this is necessary for student achievement

- Mastering information skills provides students with a basis for self-directed research and lifelong learning.
- Application of information skills within content areas assists students in achieving academic expectations in assessment.

IMPLEMENTATION:

How this can be achieved by the Board of Education/Administration/SBDM, Teacher and LMS

Administration/SBDM:

- makes necessary resources for individual and group use of the LMC available.
- allocates time for teacher and LMS to plan cooperatively for integration of information skills into content areas.
- evaluates collaborating teacher/ LMS instruction.

Teacher and LMS:

- develops partnership to integrate information literacy into the curriculum to achieve academic expectations.

LMS:

- implements innovative activities and varied resources to integrate information skills into the curriculum.

ESSENTIAL ELEMENT:

Governance/Management

An effective school library media program is:

- governed by a school-based decision making council and/or Board of Education policies and is administered by a certified library media specialist(s).



IMPACT:

WHY this is necessary for student achievement

- A flexible school Library Media Program provides unlimited access to resources.
- The collection development plan and resource selection policies support the curriculum and represent the interests of the entire school community, thereby giving students access to necessary resources.

IMPLEMENTATION:

How this can be achieved by the Board of Education/Administration/SBDM, Teacher and LMS

Administration/SBDM:

- provides adequate LMC funding of at least 20% of the total instructional allocation for the school (at least \$20 per student).
- implements a flexible scheduling policy.
- has a representative on the LMC Advisory Committee.

Teachers:

- serve on the LMC Advisory Committee.

LMS:

- organizes a school LMC Advisory Committee which includes administrators, teachers, and students to develop immediate and long-range goals and to evaluate the Library Media Program. As an option, these responsibilities might be assigned to the SBDM curriculum committee.
- supports the school's mission and goals.
- demonstrates accountability through written reports to administration/SBDM.
- plans the budget to effectively utilize funds.
- requests, with supporting rationale, appropriate funding and staffing from administration.
- serves on School-Based Decision Making Council and/or participates in the decision making process at the local school.
- informs administration of current professional and technological resource needs in support of the curriculum.

Beyond Proficiency

INFORMATION LITERACY and COLLABORATION

It is imperative that library media specialists promote information literacy within their own Library Media Programs and throughout the school community. The school library media specialist coordinates the integration of information skills and resources across the curriculum to provide students with access to information in all content areas. Two things are essential in making the Library Media Program central to the education process:

- a process-based strategy for instruction in information literacy
- collaboration between teachers and library media specialists.

This statement supports Kentucky Learning Goals 1, 5, and 6:

Goal 1 - Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

1.2 Students make sense of the variety of materials they read.

1.10 Students organize information through development and use of classification rules and systems.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

Goal 5 - Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

5.3 Students organize information to develop or change their understanding of a concept.

5.4 Students use a decision making process to make informed decisions among options.

5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

Goal 6 - Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

School Library Media Programs contribute greatly to the achievement of academic expectations and learning goals by providing students guidance during the process of acquiring knowledge. As stated in *Information Power* (See Bibliography), library media specialists should provide instruction in informational and instructional technologies; access to information resources; and help in interpreting, evaluating, and communicating intellectual content.

"Information literacy—the ability to find and use information—is the keystone of lifelong learning. Creating a foundation for lifelong learning is at the heart of the school library media program."

Information Power: Building Partnerships for Learning. American Library Association, 1998, p. 1.

Students should be able to identify the need for information; to locate, to gather, and to select relevant information; to apply information; and to resolve an issue under question. One approach to encouraging mastery of information literacy is to use the following "Big6™." "process by Michael Eisenberg of Syracuse University and Robert Berkowitz. (Information Problem-Solving: The Big Six Skills Approach to Library & Information Skills Instruction, Able 1990 <http://www.big6.com>)

△ **Task definition**

- 1.1 Define the problem [essential question]
- 1.2 Identify information requirements of the problem

△ **Information seeking strategies**

- 2.1 Determine possible sources [i.e. print, electronic, community....]
- 2.2 Prioritize sources

△ **Location & access**

- 3.1 Locate sources [print, electronic, community...]
- 3.2 Find information within sources

△ **Information use**

- 4.1 Engage (read, view, etc) the information in a source
- 4.2 Extract information from a source

△ **Synthesis**

- 5.1 Organize information from multiple sources
- 5.2 Present information [i.e. research paper, multi-media project, speech, book report, brochure, feature article]

△ **Evaluation**

- 6.1 Judge the product (effectiveness)
- 6.2 Judge the information problem-solving process (efficiency)

Other information gathering processes are:

△ Pathways to Knowledge®. Marjorie L. Pappas & Ann E. Tepe published by Follett Software, 3rd Edition, 1997. <http://www.pathwaysmodel.com/>

△ Make It Happen: The I-Search Unit. [<http://www.edc.org/FSC/MIH/i-search.html>]

△ See others listed in the Bibliography under "Useful Web Sites."

The chart below compares and contrasts three research processes:

<i>Kuhlthau</i> Information Seeking	<i>Eisenberg/Berkowitz</i> Information Problem-Solving	<i>Pitts/Stripling</i> Research Process
1. Initiation 2. Selection	1. Task definition 1.1 Define the problem 1.2 Identify information requirements	1. Choose a broad topic 2. Get an overview of the topic 3. Narrow the topic
4. Formulation of focus	(no data)	4. Develop thesis/purpose statement
3. Exploration (investigate information on the general topic) Collection (gather information on the focused topic)	2. Information seeking strategies 2.1 Determine range of sources 2.2 Prioritize sources 3. Location & access 3.1 Locate sources 3.2 Find information 4. Information use 4.1 Engage (read, view, etc.) 4.2 Extract info	5. Formulate questions to guide research 6. Plan for research and production 7. Find, analyze and evaluate sources 8. Evaluate evidence, take notes, compile bibliography
6. Presentation	5. Synthesis 5.1 Organize 5.2 Present	9. Establish conclusions/organize information in outline 10. Create and present final product
7. Assessment (of outcome/process)	6. Evaluation 6.1 Judge the product 6.2 Judge the process	[Reflection point – is the paper/project satisfactory]

<http://www.wlma.org/literacy/mdls.htm>

Students should be taught ethical and responsible use of information and information technologies, including adherence to copyright guidelines for print, non-print, and electronic media. This is accomplished by teaching ethical and responsible technology use and then asking the students and teachers to read, understand and sign the district's Acceptable Use Policy (AUP). Students who acquire information literacy are able to transfer learning across disciplines and from the classroom environment to "real-life" situations. Teaching such a process approach to information literacy cannot be accomplished in isolation. Collaboration between teachers and library media specialists can result in students' developing an inquiry/problem-solving approach to research that develops higher-order thinking skills, and can be applied to many tasks in life.

One underlying requirement for instituting and maintaining collaboration is the library media specialist's translation of the core content needs into the Library Media Program goals and objectives. Collaboration between teachers and the library media specialist is required to foster integration of information literacy skills across disciplines and at all grade levels.

Suggestions for beginning the collaboration process with teachers:

1. Take the initiative and identify teachers with whom to collaborate.
2. Systematically review the classroom curriculum to identify instructional units with potential for collaboration.
3. Build upon information requests and initiate suggestions. In addition to providing resources that support unit activities, determine how the activity relates to academic expectations.
4. Inquire about the learning styles of the students, the methods the teachers use to teach them, and the basic content of the unit.
5. Together with the teacher, reflect on the objectives of the unit and the evaluative process as you proceed.
6. Include information literacy suggestions and activities that will make the Library Media Program an integral part of the unit.
7. Encourage the teacher to experiment with resources, activities, and teaching strategies.
8. Assist teachers and students in the production of media to enhance the unit.
9. Document collaborative efforts. (See the Collaboration Log on the following page.)

As library media specialists and teachers collaborate, students will become more effective users of information. Students' ability to think critically increases as they have more opportunities to locate, interpret, analyze, evaluate, and communicate ideas and information. When these opportunities are integrated throughout the curriculum, students develop a practice that will translate into life-long learning strategies.

Webquests are a great activity for students and teachers. A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation. The model was developed in early 1995 at San Diego State University by Bernie Dodge with Tom March, and was outlined then in ***Some Thoughts About WebQuests***. For more information, see <http://edweb.sdsu.edu/webquest/overview.htm>.

The ***Know It All*** series is on the Kentucky Educational Television (KET) Star Channels. The student programs introduce a four-step learning process to help students in grades 4 - 6 gather, present, and evaluate information in science, social studies, humanities, and language arts. The professional development programs focus on introducing learning skills, collaborative teachers, and information literacy standards developed by the American Association of School Librarians and the Association for Educational Communications and Technology. Additional professional development programs specifically for library media specialists are available from KET.

"Collaboration is a symbiotic process that requires active, genuine effort and commitment by all members of the instructional team. It may take considerable time and energy to establish truly collaborative relationships, but developing effective collaboration strategies is crucial..."

Information Power: Building Partnerships for Learning.
American Library Association,
1998, p. 51.

Beyond Proficiency

LIBRARY MEDIA PROGRAM

APPRENTICE PROGRAM	PROFICIENT PROGRAM	DISTINGUISHED PROGRAM
--------------------	--------------------	-----------------------

- A distinguished Library Media Program supports teachers in instruction, students in learning and is efficiently administered. Carrying out these functions of the media center requires vision, commitment, and creativity on the part of the library media specialist. The media center is integral to the curriculum but it also provides a setting for choice and exploration beyond the assigned tasks as students develop skills which will facilitate life long learning. Thus, the Library Media Program and its services are vital to all Kentucky students as they strive to reach proficiency by the year 2014.

In order to help students learn, a distinguished Library Media Program will:

- Promote information literacy
- Support the integration of technology in teaching and learning
- Promote reading
- Provide access to a wide range of instructional resources in a variety of formats
- Provide assistive/adaptive resources for special needs learners

Administering the LMC program includes:

- Communicating the mission, goals, functions and impact of the Library Media Program
- Providing equitable access to library resources
- Providing strong curricular and instructional leadership
- Optimizing the use of shared resources
- Managing budget, space, staff, materials and programs

The level of involvement of the library media specialist with students, teachers and the school administration to support and improve achievement is dependent upon several key factors:

- The professional expertise and initiative of the LMS
- Sufficient staffing of the media center
- Flexible scheduling of the media center
- Sufficient funding of the media center and its programs.

Helping Teachers Teach

Helping teachers teach means involvement in the planning, design, implementation and evaluation of instruction. In this role, the LMS can offer a wide variety of assistance by coordinating media center services. In order to be of assistance to teachers, the Library Media Program **MUST** have flexible scheduling. This is imperative for true collaboration to occur. If it is not available and the fixed schedule is the rule, then this initiative is doomed to failure. Using the Library Media Program only as a "special class" or "enrichment class" deprives students and teachers of a true quality program.

- Collaborate with staff in planning and implementation of instruction curriculum mapping, and planning units of study and/or projects with individual teachers.
- Coordinate video taping, audiovisual equipment and materials holdings.
- Coordinate Internet, webquests, KYVL, KVHS (see Glossary) access.
- Facilitate interlibrary loan.

- Administer on-going media center programs for students, teachers, and the community-at-large.
- Provide instructional resources in a variety of formats that are appropriate to deliver curriculum.
- Conduct staff development connected to goals for student performance and professional growth for staff.
- Be a technology resource.

In addition, the LMS will consult with or serve on curriculum, technology or other School-Based Decision Making (SBDM) Council committees. The LMS should participate in the Consolidated Plan process. The LMS should use data to support library programs, and services. The work of the LMS should promote the understanding and acceptance of the school's mission and vision.

Helping Students Learn

Helping students learn involves having up-to date collections and accessible materials, technology, equipment, schedule and staff. It means that the LMS should provide support for a diverse student body, taking learning styles and multiple intelligences into account. The LMS will provide instruction in information literacy - the ability to locate, process, and use information effectively. The LMS should use an organized, direct, process-based strategy for instruction in research, such as the Big 6(tm) (see Glossary). Media center programs will be planned according to curricular needs as outlined in the Consolidated Plan and other school planning documents, school demographics and benchmarks for media center instruction. <http://www.kde.state.ky.us/oet/customer/benchmarks.asp>

Administering the Library Media Program

The library media specialist:

- develops a Library Media Program mission and goals approved by the SBDM and faculty
- acquires cutting-edge technology and other appropriate resources to support the curriculum
- promotes programs, services and materials
- implements policies for the efficient administration of the Library Media Program
- oversees the budget
- collaborates with staff and administration to deliver the curriculum
- maintains professional knowledge by reading journals, attending state and national conferences, and collaborating with peers
- establishes goals for professional growth and implements them
- evaluates the Library Media Program through regular surveys for the purpose of enhancing services
- submits all reports accurately and promptly at the school, district and state levels
- develops the collection according to guidelines of the LMC's collection development policy, the school curriculum and in collaboration with content specialists

One of the most effective ways to determine how well media and technology programs are meeting the needs of students, teachers, staff, and the community is through self-reflection. While teacher and student surveys certainly provide a realistic assessment of the daily impact of programs and services on the teaching and learning process, an objective comparison of an individual program with state and national standards and recommendations offers an opportunity for self assessment.

This rubric provides a continuum and scoring guide to achieve a distinguished Library Media Program. While Proficiency is Kentucky's educational goal for 2014, library media specialists want to go "Beyond Proficiency" in providing a quality program for students and teachers. Hopefully, the majority of Library Media Programs in Kentucky are well beyond the novice level so this continuum starts at the apprentice level.

PROGRAM EVALUATION RUBRIC

Apprentice - 2	Proficient - 3	Distinguished - 4	Evidence/Comments/Date
<p>1. The Library Media Center (LMC) is accessible to all students and teachers.</p> <p>The Library Media Program is rigidly scheduled. Students come only at scheduled times during regular school hours. Teachers do not accompany the class. There is little or no collaboration between teachers and the LMS.</p>	<p>The LMC is flexibly scheduled 50% of the time or more. The Library Media Specialist and teachers collaborate for planning and designing instruction on a regular basis.</p>	<p>LMC accessibility is provided to all students and teachers during the school day as part of a fully functioning flexible access program. The LMC is open to students and teachers prior to or after school or regularly as part of special school/community out- reach programs.</p>	
<p>2. The Library Media Program promotes and supports student learning and achievement through its policies, programs and collection.</p> <p>The Library Media Program focuses on giving basic reading guidance and research instruction built into lessons delivered to the entire class. The collection is adequate but limited as to variety of formats.</p>	<p>The Library Media Program promotes literacy and the skills of reading, skills of reading, viewing, listening, and communicating for all communities, including those with diverse learning abilities, styles and needs. The program promotes information literacy using one of several process approaches to research skills and task analysis that gives students fundamental organizational tools with which to accomplish learning goals. Access to a diverse collection of resources in many formats from a variety of sources is available.</p>	<p>Students are empowered to use the media center to access information and reading for pleasure. Students routinely utilize information literacy skills and strategies to achieve academic goals.</p>	

Apprentice - 2		Proficient - 3	Distinguished - 4	Evidence/Comments/Date
3. The Library Media program supports collaborative planning with the staff for the enhancement of instruction and support of student achievement.	The Library Media Program supports brief and informal planning with teachers and students for Library Media Program	The LMS plans in collaboration with the classroom teacher formally and informally. Long term and short term involvement, planning takes place regularly. The LMS consults teachers concerning collection development to support the curriculum.	The Library Media Program is a model of collaboration with teachers to develop, implement and evaluate instructional units. Library media involvement is considered integral to the unit. The LMS teams with teachers in the formal planning of student-centered authentic learning and project-based teaching and is a teaching partner. This planning begins in advance, continues throughout the unit with a final joint evaluation/assessment. The LMS is consulted on curriculum development.	
4. The Library Media Program supports the principles of intellectual freedom, intellectual property rights, privacy rights, and ethical use of information. This is reflected in the program's policies procedures and practices as well as legal guidelines and professional ethics.	The Library Media Program has an informal or dated policy to address the issues of selection, challenges, copyright, intellectual freedom, equity, confidentiality and acceptable use. Generally, when faced with a challenge, the LMS removes challenged material from the collection.	The Library Media Program has a mission that is clearly communicated to the faculty, staff and students. The written policies of the LMC e.g. selection, challenge, copyright, intellectual freedom, equity, confidentiality and acceptable use, reflect a commitment to the concept of intellectual freedom. These policies are modeled and taught. Challenges are handled according to a written policy that insures that input is received from all concerned parties.	The LMS and staff are fully committed to the concept of intellectual freedom. The whole school community supports, models and teaches the concepts of intellectual freedom and ethical use of ideas, information, and resources. Students can answer questions about intellectual freedom in our culture, appropriate to their grade level.	

Apprentice - 2	Proficient - 3	Distinguished - 4	Evidence/Comments/Date
<p>5. The Library Media Program provides access to a robust collection in a variety of formats in support of literacy, research and the curriculum. The collection also supports staff professional interests and innovative instruction.</p>			
<p>The Library Media Program provides an adequate collection for student use as well as some resources for professionals in the general collection. The collection development policy is informal and undocumented.</p>	<p>The Library Media Program maintains a collection of at least ten books per student as well as video and AV holdings. A professional collection is maintained which includes all vital Kentucky documents, e.g. Transformations, Core Content, Program of Studies, and Implementation Manual, Standards and Indicators for School Improvement, the school's Consolidated Plan as well as resources that support professional development, innovative educational strategies, and technology. The School-Based Decision Making Council and the Board of Education have adopted a collection development policy. The Kentucky Virtual Library is available to all and the LMS provides instruction in effective utilization.</p>	<p>In accordance with its collection development policy the Library Media Program provides abundant and up-to-date resources in a variety of formats for pleasure reading and viewing, research, and in support of the curriculum. The LMC is a clearing-house for information about Kentucky Department of Education initiatives. The LMC's collection includes extensive content specific teaching resources for support of instruction, classroom management, discipline, etc. The Kentucky Virtual Library is available on every networked library computer as well as every networked classroom computer and faculty and students use it both regularly</p>	

Apprentice - 2		Proficient - 3	Distinguished - 4	Evidence/Comments/Date
6. The Library Media Program supports continual assessment and regular planning for development, implementation and improvement of LMC programming.				
The LMS is responsible for programming decisions and administering the media center.	The LMC has an advisory committee which meets regularly for the purpose of supporting and promoting the LMC and its programs. Patron surveys for the purpose of assessment of all aspects of the LMC program are undertaken regularly to facilitate change, growth and improvement.	A district-level administrator oversees the LMC and the LMS participates in district level advisory committees to provide vision, direction, instructional leadership and links to the community and beyond.		
7. The Library Media Program and its initiatives are promoted.				
The LMC is maintained in usable order. Information concerning additions to programs, collections and of programs is communicated informally.	The LMC is inviting and attractive. Bulletin boards and displays promote LMC's instructional goals and programs. In addition to promotion of literacy and reading, the LMC promotes the use of research/information literacy skills, technology integration, and other LMC initiatives through informational brochures, newsletters, appropriate signage, and a web site.	Patrons are knowledgeable in the use of the LMC programs. Parents and the community are actively involved in LMC projects and initiatives. Administrators and teachers work with the LMC to promote its resources and programs. LMC activities and services to the school community are publicized through a variety of formats. The LMC web site features surveys, online catalog, links to web resources, literacy promotion and incentives for the enhancement of instruction, and strengthening of community involvement. The Library Media Program promotes cooperation with representatives from local public libraries and other community organizations to provide additional resources and programs.		

Apprentice - 2		Proficient - 3	Distinguished - 4	Evidence/Comments/Date
8. The LMC is a technology resource center for the school.	<p>The LMC offers automated circulation. Students have access to the on-line catalog, the Kentucky Virtual Library, and the Internet to support student learning and the curriculum.</p>	<p>Students and teachers have access to up-to-date workstations in the library with peripherals, e.g. scanners, digital cameras, printers. Instruction in using electronic sources of information and specific software, e.g. Inspiration, Power Point, Hyperstudio, etc., is supported by the LMC. Students, teachers and administrators are supported in the selection and use of technology in the curriculum and in the use of innovative instructional strategies. The library media specialist supports and/or consults on the technology committee. The LMS is School Technology Coordinator or works closely with the STC and supports the STLP.</p>	<p>The LMC is a center for the innovative use of new technology. Students and teachers can find guidance and assistance in all aspects of multi-media presentations (e.g. the Kentucky Virtual Library, video, computer, laser disk, CD-ROM, projection devices).</p>	
9. The LMC assumes an active role in short-range planning as well as strategic planning in the school, district and state.	<p>The LMS oversees the Library Media Program with input from teachers and administrators.</p>	<p>The Library Media Program has an active advisory committee. The program is involved as a stakeholder in SBDM subcommittees to optimize planning and curriculum implementation. The LMS is involved in the Consolidated Planning process.</p>	<p>The LMS reports at least annually on the LMC and its programs, incorporating the LMS report and the state of the LMC. The LMS maintains involvement as a member or consultant to district curriculum committees, technology committees, consolidated planning and other school or district committees in which the Library Media Program is a stakeholder. At the state level the LMS attends the KSMA conference annually and keeps abreast of national trends in LMC programming.</p>	

Apprentice - 2	Proficient - 3	Distinguished - 4	Evidence/Comments/Date
<p>10. The Library Media Program is the focal point in the school for instructional resources and the LMS partners with teachers in the delivery of a quality, integrated, and aligned curriculum.</p> <p>The Library Media Program provides access to the Internet resources, especially the Kentucky Virtual Library for research and access to Interlibrary Loan. The Library Media Program includes reading motivation projects, programs supportive of the curriculum e.g. literacy circles or book clubs, Battle of the Books, Accelerated Reader and special activities for events, e.g. National Library Week, Children's Book Week, I Love to Read Week, the Kentucky Bluegrass Awards, Reading is Fundamental book distributions</p>	<p>The media center is organized for efficient acquisition of media and equipment by the borrower. The Library Media Program supports planning with teachers including collaboration in unit or lesson design, gathering resources, assistance in delivering instruction, accomplishment of learning goals, and consulting in assessment of student work.</p>	<p>The LMC provides access to an on-line database of its resources. The Library Media Program is represented on advisory committees or boards for the purpose of administering the district's media centers. The LMC provides materials and on-line resources adequate to support the curriculum, the recreational reading interests of students and the professional development and advancement of the staff.</p>	



Apprentice - 2		Proficient - 3	Distinguished - 4	
<p>11. The LMC is administered by a media specialist who demonstrates professionalism by staying current with the profession and who adheres to the standards in the Evaluation Tool for Library Media Specialists.</p> <p>The LMS is at the satisfactory level on all standards in the evaluation tool. The LMS receives and reads professional journals and communicates occasionally with peers and other professionals.</p>		<p>The LMS is at the Outstanding level on most of the standards in the evaluation tool. The LMS is a member of professional organizations e.g. KLA/KSMA, American Library Association and American Association of School Librarians, subscribes to professional journals, listservs or discussion groups, and attends professional conferences.</p>	<p>The LMS receives an overall rating of Outstanding on the standards in the evaluation tool. The LMS participates in professional conferences as a presenter or as part of the leadership of the conference. The LMS participates in ongoing professional development this is individually developed through the setting of and fulfillment of professional goals.</p>	
<p>12. The LMC's programs are a model of collaboration with other school-based programs.</p> <p>The media center occasionally collaborates with other school-based programs to extend school services to the students and the community.</p>			<p>The Library Media Program is integrally involved in planning with other school-based programs e.g. Extended School Services, Family Resource/Youth Service Centers, preschool programs, or partnerships with parents and businesses.</p>	
<p>13. The LMC program is adequately funded and staffed.</p> <p>The administration/SBDM Council allocates funding to provide resources at the level of \$15 per student ADA* from the LMC and its programs. A certified media specialist is in the LMC on a part-time basis or the full time LMS has no clerical support.</p> <p>*ADA= Average Daily Attendance</p>		<p>The administration/SBDM allocates funding to provide resources at the level of 20% of the instructional monies for the LMC and its programs. It is adequately staffed with professional librarians and support staff as indicated by student enrollment. School or district technology staff provides technical support.</p>	<p>The administration/SBDM allocates funding to provide resources at a level greater than 20% of the instructional monies for the LMC and its programs. The LMC is staffed with a professional LMS and sufficient clerical staff. The media specialist investigates grants and special programs to gain additional resources to support instruction and student achievement.</p>	

Beyond Proficiency

LIBRARY MEDIA SUPPORT FOR EDUCATION REFORM INITIATIVES: GETTING TO PROFICIENCY ...AND BEYOND!

The Kentucky Education Reform Act consists of numerous initiatives that affect the education process individually and collectively.

Learning Goals and Academic Expectations

To support student achievement of academic expectations, the library media specialist is familiar with the academic expectations; suggests other performance tasks that utilize the Library Media Program and technology; provides instruction in information literacy; provides production facilities, material, equipment and expertise; completes a formal assessment of instructional resource and equipment needs in relation to the curriculum framework and academic expectations; provides information about student-based inquiry learning and authentic learning activities that go beyond the textbook

Technology

To support technology integration, the library media specialist provides leadership and sometimes assumes the role of school technology coordinator. In order to build capacity, the LMS may allow someone else to take on this role. The LMS works cooperatively with the district technology coordinator and is informed about the latest technology through journals, conferences, workshops and visits to model sites. The LMS provides information about technology to the school-based council and teachers; provides information about and adheres to copyright guidelines; facilitates the effective use of technology in the school for teachers and students; provides workshops on the ways technology can be used to achieve academic expectations and produce information; provides students access to electronic resources and technology for research, development of multimedia presentations and other information needs.

Preschool

Research shows that quality preschool programs can substantially contribute to student achievement and success in later grades. To support the preschool program, the library media specialist may include preschool students and teachers in library activities and story time programs; work with preschool teachers to coordinate purchases of appropriate classroom and LMC materials to avoid unnecessary duplication; and provide professional publications.

Primary

To support the primary school, the library media specialist organizes a flexible access media program in order to be available for individual, small group and class instruction; collaborates with teachers in planning of the curriculum, selecting materials, integrating literature, teaching information literacy, developing thematic units, suggesting appropriate resources and delivering instruction; is active in school-based leadership; provides instruction in the use of technology (including the Kentucky Virtual Library); and motivates students to read with contests, programs and activities.

Professional Development

To support professional development, the library media specialist helps plan and participates in the district and school professional development activities; provides support for the staff in the area of technology; attends professional conferences relating to library media and technology; actively participates in professional library organizations on local, state and national levels; and provides professional development for teachers and administrators on the Kentucky Virtual Library (KYVL) and other Internet and information resources.

"The library media specialist is a primary leader in the school's use of all kinds of technologies-both instructional and informational-to enhance learning. Acting as a technologist (rather than a technician) and a collaborator with teachers, the library media specialist plays a critical role in designing student experiences that focus on authentic learning, information literacy, and curricular mastery-not simply on manipulating machinery."

Information

Power: Building Partnerships for Learning. American Library Association, 1998, p. 54.

School-Based Decision Making

To support the school council, the library media specialist serves on the SBDM Council or committees of the SBDM Council; keeps the SBDM Council informed of the Library Media Program goals, plans and progress; establishes the Library Media Program Advisory Committee and insures that it is actively involved in the decision making process of the LMC; requests adequate funding and staffing for the Library Media Program and provides data to support* the rationale to the SBDM Council; provides pertinent information and references to the council members; offers the library media center facility and equipment for council meetings; is a resource person for education reform information and makes the library media center a “depository” for Department of Education documents.

*See the results of the annual LMS Report published here:

<http://www.pld.fayette.k12.ky.us/lms/default.htm>

Extended School Services

To support LMC services for effective use during extended programming, the following issues must be addressed: LMC and trained clerical staff must be provided and compensated to insure teachers and students access to personnel who are knowledgeable in the utilization of print, non-print and all electronic resources including the Kentucky Virtual Library (KYVL); and the Administration/SBDM Council must provide sufficient funding to equip the facility for extended LMC services. LMC facilities include accommodations for extended services such as outside entrances, security measures, etc.

Family Resource and Youth Services Centers

The library media specialist and the director of the family resource and youth services centers share responsibilities for successful implementation of their two programs. They work together on collaborative planning for selection and use of resources and facilities, planning for home use of technologies and materials, encouragement of adults to use library media center resources for instruction and recreation.

High School Restructuring

The library media specialist supports restructuring by providing college, career and community resources for the expanded curriculum. KYVL, KVHS, KYVU - the three programs-the Kentucky Virtual Library, the Kentucky Virtual High School and the Kentucky Virtual University were conceived as a service for Kentuckians. KYVL as a service provides access to reviewed web sites and text of thousands of magazine articles on a broad range of topics which supports the curricular and professional development needs of students and teachers in the state of Kentucky. Also included are encyclopedias, almanacs, and numerous databases. KYVL provides specialized services to teachers on its gateway: <http://www.kyvl.org>

Internet Access - Access to the Internet and email services should be available in every media center. The library should provide parental access to the Internet on a regular basis as a service to the school community.

Consolidated Planning - The library media specialist should be a part of the consolidated planning process in the school. Areas of concern in the Library Media Program should be addressed in the Consolidated Plan.

Identification of School Resources - The library media specialist maintains relationships and works with all of the various resources that can benefit the school program and meet the needs of the school learning community. This includes, but is not limited to, public library, ESS, Family Resource Centers, Title I, Title II, and RIF (Reading Is Fundamental) program.

Standards and Indicators for School Improvement - This instrument, which is used in scholastic audits and reviews, enables a staff to conduct an in-depth examination of a school, its instructional program, staffing, leadership, and six other indicators of school excellence. This document along with other Kentucky Department of Education publications should be cataloged in the LMC and made available to the entire learning community. These can be obtained from the Communications Division at KDE. <http://www.kde.state.ky.us/olsi/improve/schaudit/schaudit.asp>

APPENDIX A:

Model Job Descriptions

(Library Media Specialist and School Library Media Classified Staff)

In order to plan and implement a Library Media Program, a library media specialist must possess comprehensive skills and expertise, which will enhance student achievement.

MODEL JOB DESCRIPTION - LIBRARY MEDIA SPECIALIST

Qualifications: KDE Certification in School Librarianship

Reports to: Principal

Performance responsibilities:

Administrator of the Library Media Center

Management

- Develops short and long-range goals which guide the development of the Library Media Program
- Develops and implements policies and procedures for the operation of the Library Media Program (e.g. selection, circulation, scheduling)
- Plans and implements technologically advanced facility and program
- Coordinates the school's implementation of KETS if assigned (School Technology Coordinator) or actively serves on committees integrating technology
- Prepares and administers budgets to reflect the needs of the entire school community
- Evaluates LMC programs, services, facilities and materials to insure optimum use of the library media center and its resources
- Meets periodically with administrators to evaluate the Library Media Program
- Presents an annual report to the SBDM Council

Organization

- Helps with selection, trains, and supervises LMC assistants, student assistants, and adult volunteers, to perform duties efficiently
- Helps evaluate the LMC assistant(s)
- Selects resources and technology which support the school's curriculum and educational philosophy
- Withdraws obsolete and worn materials
- Classifies, catalogs, processes and organizes for circulation the educational media and technology for easy access
- Establishes and follows procedures for maintenance and repair of all media
- Maintains a current inventory of holdings
- Maintains the LMC to be functional, attractive and orderly environment which encourages maximum use, focusing on student achievement
- Manages student behavior in a constructive manner

Teacher, Collaborator, and Instructional Partner

Teacher

- Teaches information literacy skills as an integral part of units and lessons
- Teaches how to use the Kentucky Virtual Library (KYVL)

Instructional Partner

- Assists teachers and students in applying information resources and information literacy skills into classroom curriculum
- Promotes maximum use of the LMC by establishing policies and procedures of flexible access to facilitate and promote student achievement
- Serves on committees involved with designing learning activities for students, curriculum revision and/or textbook adoption (e.g., curriculum, textbook, technology, instructional practices, SBDM council)
- Plans and/or participates in special projects or proposals
- Plans cooperatively with teachers to integrate research, information retrieval skills, and literature appreciation into the curriculum
- Helps teachers develop instructional activities which stress whole language and interdisciplinary strategies



Information Specialist

Professional

- Provides professional development for staff
- Pursues an on-going effort to learn
- Provides access to professional materials and information for school staff
- Adheres to and informs faculty and staff of established laws, policies, rules and regulations (including copy right laws)
- Submits accurate reports promptly
- Participates in various professional organizations and activities which relate to library media and technology (i.e. visits other LMCs, continuing education courses, workshops and conferences; presents at professional meetings)
- Promotes the Library Bill of Rights/Intellectual Freedom
- Utilizes current research and methods in areas of technology, teaching, learning and library and information science

Communication

- Promotes a positive relationship with students, staff and community
- Publicizes the LMC programs, services and materials through newsletters, announcements and in other creative ways
- Networks with other libraries and shares resources
- Submits to administrator(s), SBDM Council and faculty, statistical reports which support Library Media Program goals
- Other duties as assigned by principal

MODEL JOB DESCRIPTION - SCHOOL LIBRARY MEDIA CLASSIFIED STAFF (*Aide, Assistant, Clerk*)

Qualifications: Proficiency in secretarial and technical (electronic) competencies, interest in libraries and providing services in a school

Reports to: Library Media Specialist

Job Goal: Assist in the organization and operation of the Library Media Program as directed



Performance Responsibilities:

Processes new materials: prepares books, periodicals and nonprint resources for shelves; enters bibliographic data into catalog

Assists in the management and circulation of library media materials: helps students and teachers locate and check out materials; checks in and shelves materials; records and maintains circulation statistics; prepares overdue notices; works with annual inventory and withdrawal of materials

Prepares materials: uses the word processor for correspondence, requisitions, bibliographies, newsletters, statistical reports and other materials requested by the LMS

Assists in production of nonprint materials and instructs teachers and select students in operation and simple maintenance of equipment

Assists in preparing instructional materials, exhibits and bulletin boards/display areas

Assists electronic searching by providing web sites and webquests, KYVL searching strategies, etc.

Assists students: Helps students find materials independently or in groups

Helps maintain an attractive and inviting environment

Promotes a positive relationship with students, staff and community

Works with student assistants and parent volunteers

APPENDIX B: Evaluation Tool for Library Media Specialists

Library Media Specialist Evaluation Form

INSTRUCTIONS: For each demonstrator, check the appropriate letter column that best describes the employee's performance for that item. Space is provided at the end of each standard for supporting evidence and comments.

STANDARD ONE: Demonstrates Proficiency as Administrator of the Library Media Program

Outstanding: Excellent planning is evident. Carries out administrative duties efficiently. Utilizes evaluation for improving all Library Media Program services. Outstanding communication is evident. Can serve as a trainer to other LMSS.	Needs Improvement: Evidence of some planning but more is needed. Performs some administrative duties. Evaluates some services and/or programs. Demonstrates some communication skills. More training is needed.
Satisfactory: Planning leads to smooth running of Library Media Program. Carries out administrative duties effectively. Conducts evaluations of all Library Media services. Communicates effectively. Continues present PD strategies.	Unsatisfactory: Little or no planning evident. Little or no administrative duties performed. Evaluation of programs has not taken place. Little or no communication skills. Extensive training and practice is needed.

Demonstrator:	O	S	N	U
1.1 Plans long-range goals of the Library Media Program with faculty, administration, and students.				
1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the Library Media Program.				
1.3 Administers the budget according to the goals and objectives of the program.				
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.				
1.5 Develops Library Media Program policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.				
1.6 Administers a Library Media Program that utilizes flexible access.				
1.7 Develops plans for maintaining a technologically current facility and program.				
1.8 Organizes, classifies, and catalogs library materials; following nationally recognized professional standards such as AACR2R (AngloAmerican Cataloging Rules), latest edition Dewey or Library of Congress, Sears or Library of Congress subject headings, MARC format.				
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.				
1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis - identifying strengths and weaknesses.				
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.				
1.12 Publicizes the Library Media Programs, services, and materials through newsletters, announcements, and other innovative ways.				
1.13 Is responsible for the proper use of the facility, materials, and equipment.				
1.14 May plan and/or participate in special projects or proposals, e.g. book fairs.				

- 1.15 Trains and supervises Library Media Program clerical staff, volunteers, and student helpers.
- 1.16 Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials.
- 1.17 Keeps automated catalog current utilizing authority control
- 1.18 Maintains statistical records and shelf list needed to verify collection of the library media center holdings
- 1.19 Makes general repairs, weeds collection, and takes annual inventory.
- 1.20 Makes the library media center and its resources accessible to students and faculty
- 1.21 Facilitates the circulation of materials among schools in the district or with other agencies.
- 1.22 Provides the resources and promotes recreational reading for the school community
- 1.23 Follows the school's policies and procedures.
- 1.24 Promotes compliance with the copyright law.
- 1.25 Handles concerns of others in a positive and professional manner to protect the users' rights to privacy and confidentiality.

Supporting Evidence / Comments For Standard One:

STANDARD TWO: Library Media Specialist Demonstrates Proficiency as Teacher

<p>Outstanding: Exhibits an outstanding ability to plan, implement and evaluate the needs and skills of students. Maintains an excellent climate for learning. Teaches information literacy skills. Guides and encourages students in an exemplary fashion. Continuously integrates technology in the LMC.</p> <p>Satisfactory: Successfully plans, teaches, and evaluates the needs and skills of students. Maintains an adequate climate for learning. Guides and encourages students effectively. Integrates technology in the LMC.</p>	<p>Needs Improvement: Evidence of some planning, teaching and evaluation of skills for students, but more or a better quality is needed. Needs to provide more guidance and encouragement to students. Needs to become more technologically oriented.</p> <p>Unsatisfactory: Little or no planning for the informational needs of students. Does not teach students to successfully use the LMC. Does not evaluate the progress of student skills. Displays little control of student behavior. Little guidance/encouragement to students. Does not integrate technology into the LMC.</p>
--	--

Demonstrator:	O	S	N	U
<p>2.1 Provides orientation for new faculty and students</p> <p>2.2 Informally evaluates individual and group needs and provides appropriate learning experiences.</p> <p>2.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct</p> <p>2.4 Provides for independent and cooperative group learning.</p> <p>2.5 Teaches information literacy as an integral part of the curriculum using a process model such as the Big6(tm).</p> <p>2.6 Guides students in the selection of appropriate resources.</p> <p>2.7 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.</p> <p>2.8 Promotes appreciation of various forms of literature emphasizing the highest quality.</p> <p>2.9 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.</p> <p>2.10 Incorporates the use of technology in accessing information.</p> <p>2.11 Assists students in the use of multi-media for completed projects.</p> <p>2.12 Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections</p>				

Supporting Evidence / Comments For Standard Two:

STANDARD THREE: Library Media Specialist Demonstrates Proficiency as Instructional Partner

Outstanding: Collaboratively plans with teachers in the development of curricular units and lessons that incorporate information literacy skills. Assertively seeks opportunities to assist staff and students in the use of the facilities and resources. Maintains hours beyond the school day for extended access to the facility and its resources.	Needs Improvement: Seldom assists students and staff in the use of the facility and its resources. Seldom makes facility readily accessible to staff and students. Rarely communicates with students and staff about the facets of the Library Media Program.
Satisfactory: Consistently and effectively assists, trains, and instructs students and staff in the use of the facilities and resources. Readily makes facility and resources available during the school day. Communicates with staff and students about facets of the media program through an effective public relations program.	Unsatisfactory: Discourages the use of the facility and resources through the lack of training and instruction. Inhibits accessibility to facilities and resources through inadequate hours and restrictive policies. Never communicates with staff and students. Does not have a public relations program.
Demonstrator:	
3.1 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of curriculum.	
3.2 Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.	
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.	
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.	
3.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.	
3.6 Assists faculty in the selection of materials to supplement instruction.	
3.7 Establishes positive rapport with staff and students.	
3.8 Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.	
3.9 Plans and implements a Library Media Program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.	

Supporting Evidence / Comments For Standard Three:

STANDARD FOUR: Library Media Specialist Demonstrates Proficiency as Information Specialist

<p>Outstanding: Continuously seeks opportunities to assist staff and students in the use of resources. Utilizes evaluation for improving all LMC services and programs. Outstanding communication is evident. Pursues an on-going effort to learn about new trends, technologies, etc.</p> <p>Satisfactory: Consistently and effectively assists, trains, and instructs students and staff in the use of resources. Readily makes resources available during the school day. Communicates with staff and students about resources.</p> <p>Needs Improvement: Seldom assists students and staff in the use of resources. Rarely communicates with students and staff about resources. Seldom reads professional journals or attends state conferences for LMSS.</p> <p>Unsatisfactory: Discourages the use of resources through the lack of training and instruction. Inhibits accessibility to resources through inadequate hours and restrictive policies. Never communicates with staff and students.</p>	<p>Demonstrator :</p> <p>4.1 Chooses materials using selection tools, bibliographies, recommendations.</p> <p>4.2 Maintains a professional collection.</p> <p>4.3 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational</p> <p>4.4 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening</p> <p>4.5 Is available as a personal resource for all students and faculty.</p> <p>4.6 Attends local professional growth activities and meetings.</p> <p>4.7 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.</p>
---	--

Supporting Evidence / Comments For Standard Four:

SCHOOL LIBRARY MEDIA SPECIALIST PERFORMANCE ASSESSMENT INSTRUMENT

EMPLOYEE'S NAME _____

SCHOOL _____

EVALUATOR'S NAME _____ DATE COMPLETED _____

IMPROVEMENT/ GROWTH PLAN: An improvement plan may be required for each demonstrator rated Unsatisfactory. A growth plan may be required including each demonstrator rated Needs Improvement. Such plans would be evaluated in accordance with local school district policies and procedures.

OBSERVATIONS:

DATE

OBSERVER'S NAME

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with this report.

Signature of Employee

Date

I have discussed the content of this report in a conference with the employee.

Signature of Evaluator

Date

APPENDIX C: Library Media Specialist and Technology

The Kentucky Education Technology System (KETS) is a statewide, educational technology system that is designed to bring about equitable and efficient use of technology in instruction and administration, to improve teaching and learning, and to enhance operation of the public school system. It is unique in its vision and scope, creating a centrally planned and decentralized system of educational technology that encompasses the classroom, school, district, and state levels. Not only does KETS require a network of computers and servers to implement the distribution of educational technology across the Commonwealth, it also requires a network of people-the human connection-to make it work.

In order to implement KETS, every district requires a district technology coordinator (DTC) or a chief information officer (CIO) and it is recommended that each individual school have a school technology coordinator (STC). The STC must have an overall understanding of the curriculum, a working knowledge of technology, and the ability to integrate the two. Many library media specialists have chosen this role in the past and then, in order to build capacity, allowed someone else in the school to have the opportunity for this position. This is up to the local district and the individual school.



If the LMS is not the STC, then the LMS should serve on the school technology committee to represent the interests of the LMC. The automated circulation and catalog, Internet access, the Kentucky Virtual Library (KYVL), etc. all require the LMS to be proficient in the use of computers, software, and wiring. The LMS should be directly involved in decisions related to these technologies.

APPENDIX D: Library Media Staffing

In order to provide the distinguished Library Media Program described in this document, a certain level of staffing is necessary. As materials and services evolve to reflect the changing information environment provided by the Library Media Program, the school community will become more dependent upon the expertise of a well-prepared professional and support staff.

ENROLLMENT	PROFICIENT		DISTINGUISHED	
	*	**	*	**
Under 200	1	0	1	.5
200 - 500	1	.5	1	1
501 - 800	1	1	1	1.5
801 - 1200	1	1.5	1.5	1.5
1201 - 1600	1.5	1.5	2	2
1601 - 2000	2	2	2	2
2001 and Up	2.5	2	3	2

* Certified Library Media Specialist

**Library Clerk - Classified

The table above relates staffing levels for Library Media Programs suggested by library media professionals and school principals with outstanding Library Media Programs. It is also necessary that the Library Media Program will receive technology support from a qualified technician at the school or district level.

The legislators in Kentucky felt so strongly about Library Media Programs across the state that they passed House Bill 324 requiring schools to have certified professional library media specialists. House Bill 324 was signed into law in the year 2000 and is in effect beginning with the 2001-2002 school year.

AN ACT relating to library media centers.

Amend KRS Chapter 158 to require each public elementary and secondary school to establish and maintain a school library media center that is staffed by a certified school media librarian; and amend KRS 160.345 to require the school council to consult with the school media librarian on matters pertaining to the facility

HB 324 - AMENDMENTS

HCS/FN - Retain the original provisions amending KRS Chapter 158; establish duties of the school media librarian and permit school media librarian to be employed at two or more schools in a district with the consent of the school councils; permit a vacancy to be filled temporarily by a person who is pursuing certification or by an employee hired for no more than sixty days.

SFA (1,V. - Retain original provisions, except delete the reference to "the consent of the school councils" in order that a school media librarian may be employed to serve two or more schools. <http://www.lrc.state.ky.us/record/00rs/HB324.htm>



APPENDIX E: Resources

The library media collection is composed of print and nonprint resources that meet the curricular and leisure needs of the students and school community. The collection is weeded annually to eliminate outdated, worn, unattractive and inappropriate material, both print and nonprint. A professional collection for faculty and staff use is provided either in-house or in a district resource center.

The committee suggests that schools with fewer than 100 students have a book collection of not less than 1,000 titles. Classroom sets purchased with other funds may be housed in the library media center but not counted in library media reports.

Copyright regulations are observed with regard to video and computer software acquisitions. Kentucky Virtual Library (KYVL), Kentucky Educational Television (KET) and other electronic resources are utilized for instruction and professional development.

Library Media Collection:

PRINT: Appropriate print and/or electronic indexes are provided for periodicals. Magazines and newspapers, either print or electronic, are available for research with back issues for five years. The collection includes at the minimum one local, one state and one national newspaper.

NONPRINT/ELECTRONIC: Resources are provided in sufficient numbers to meet user needs. The automated catalog and circulation system utilizes full MARC (see Glossary) format. Multimedia resources are available in sufficient numbers for student and staff production (e.g., Digital Video Discs [DVDs], and digital cameras). Telecommunication access is provided within the library media center. Text and graphic scanners are available for manipulation of data. Local area networks (LANS) and wide area networks (WANS) provide student access to LMC resources, the Kentucky Virtual Library (KYVL) from classroom and the home.

EQUIPMENT: A minimum allocation of one computer workstation per six students (student seating capacity in the LMC) is recommended for the library media center. Hardware, wiring, and telecommunications' requirements are in place to support the previously mentioned nonprint resources. Laptop computers and Personal Data Assistants (PDAs) such as the Palm or Visor should be available for circulation to students and faculty.



APPENDIX F: Facility

Each school Library Media Program is unique because of the individual philosophy of the school and the particular curriculum that the school delivers. Therefore, the LMC facilities should permit ease of access and flexibility of patron usage as the LMC program evolves to accommodate and adapt to new information technologies and developments. There are many prerequisites that must be met for the Library Media Program to adequately provide resources, services and programs of the school community. When a new facility is proposed or a LMC is to be remodeled, the library media specialist should be actively involved in the planning process so the LMC service philosophy as well as the school mission and philosophy is met.

General design considerations for a LMC include location, accessibility and environment. All areas should be planned to accommodate existing and emerging technologies.



Location/Accessibility issues:

- a central location on ground level with easy accessibility for the disabled
- located near the teachers' workroom so teachers have quick access to resources and the library media specialist
- in a location that allows for future expansion
- located away from noise-producing areas (cafeteria, gym, rest rooms, etc.)
- circulation area, LMC office, and workroom are near the LMC entrance
- an audiovisual and/or equipment room located near the workroom with an exit-only door to the corridor that can be effectively secured
- in elementary schools the storytelling area is away from the entrance and traffic flow with picture book shelving located nearby

Environment issues:

- an adequate number of electrical outlets with sufficient amperage through the LMC
- in main facility, recessed floor sockets or outlets in bookshelf baseboards
- conduits with wiring and cabling for electronic resources: computers, telecommunications, and television distribution (KETS standards or higher)
- sufficient data drops for the circulation ratio of 1:6 of computers to students (the total number of seats for students in the LMC) desk, office, printers, server, as well as drops for student work stations in the LMC
- dedicated phone line available for fax and/or modem access for database and interlibrary loan in appropriate areas of LMC (KETS standards or higher)
- television cable drop in workroom/AV room/production room and main LMC area (KETS standards or higher)
- zoned lighting for light control
- power surge control
- sink with hot and cold running water in workroom and other production areas as needed
- carpeting and acoustical ceiling tile to lower noise levels
- air conditioning to protect materials and equipment from heat and humidity damage
- temperature/environmental controls accessible to authorized personnel only
- variety of flexible seating arrangement
- furnishings appropriate to the size of the users and decor appropriate to the age level of the patrons



In addition, the model LMC has an outside entrance or is located near one in a secured area to accommodate operation of the LMC program after normal school hours. This also necessitates that restroom facilities be available within the secured area.

SERVICE AREAS OF THE LIBRARY MEDIA CENTER

Reading, Browsing, Reference: This main area should be centrally located. Flexible areas should be provided for large and small groups, individual study, and leisure reading. A storytelling area should also be included at the elementary level. Within the reference area (and/or other areas of the LMC) computers, phone lines and data drops must be available for network CD-ROM access, other database access and telecommunications. The main facility should be at least 50-75% of the total square footage.

Circulation: The circulation desk should be located for convenient supervision of the entire library media center and the exits. Shelving should be available for reserve books and materials. The circulation area should include a computer workstation with printer. Electronic catalogs should be provided at a ratio of 1 station per six students (seating area of the LMC). The online catalog should also be available in classrooms via the local area network (LAN).

Workroom: This area includes shelving, cabinets, countertops, sink and telephone outlet. If there is not a media production room, this area should also house production equipment. Audiovisual software may be stored here or in the media equipment rooms. Media Equipment and Software: This should be a secure area with a doorway to the corridor for easy movement of equipment. It should have adjustable equipment shelving with a depth of 18-24 inches. There should be appropriate shelving or cabinets for a variety of software such as video-tapes, cassette tapes, computer disks, CD-ROM discs and laser discs.

Video-Telecommunications/Distributions

Area: This area houses equipment for electronic distribution of legal off-air videotaping, and other media distribution plus satellite access for uploading and downloading of video information (i.e. distance learning, satellite links, etc.) It is recommended that this area be connected to the television studio and/or media production area for student productions and live in-house video presentations.



Media Production/Television Studio: This soundproof room, with viewing window, should be located near the media production area. It should be adequately ventilated and wired for high-voltage equipment and contain the necessary computer data "drops" for access to digitized information. The necessary equipment for multimedia productions should be available in this area.

Book Shelving: Shelving should be the appropriate height for the age group served. Elementary schools should have shelving no higher than 42 inches. The depth of the shelving needs to be 12" for the story collection and 8-10 inches for the remainder of the collection. Upper elementary and middle schools should have shelving no higher than 60" with an 8-10 inch depth. High school shelving can range from 60" to 72" with an 8-10 inch depth. Freestanding shelving should be no longer than three sections in length. Shelf capacity should be no more than 2/3 full upon opening. The standard is:

30 standard books per shelf

60 picture books per shelf

16 reference books per shelf

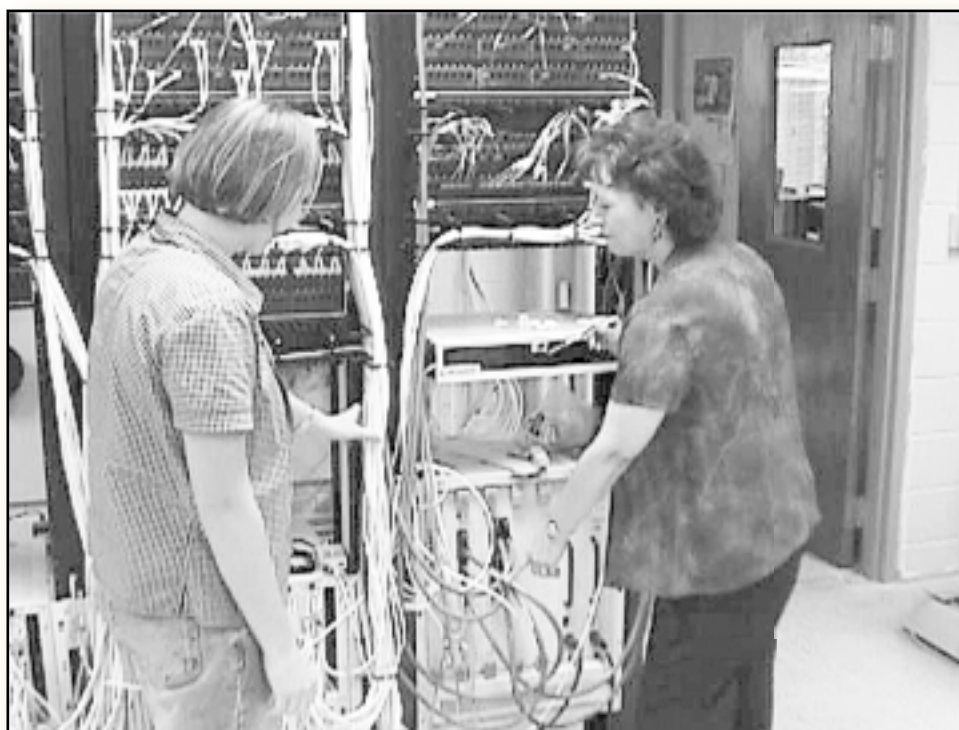
Periodical Storage: This area should contain adequate shelving for back issues of magazines and newspapers. If the library media center has sufficient periodicals indexed with full text on CD-ROM discs, this area may not be necessary. (Or if the LMC maintains a subscription to an online periodical service the area may not be necessary). This is a decision to be made by the certified library media specialist and Library Media Program advisory council.

Conference Rooms: This may be used for small group study, computer use, and media listening and viewing. The room(s) should have tables, chairs, shelving, and a view window for supervision.

Office: This is an area for library administration and collaboration with teachers. The area should include shelving, cabinets, a desk, computer, telephone/facsimile outlet, and network computer access for email and telecommunications as well as office functions. There should be a view window into the student section of the LMC for supervision.

Display: Bulletin board and display cases are important to the educational and public relations activities of the Library Media Program. Bulletin boards or other displays should be placed in strategic areas within the library media center where they will not interfere with shelving of materials.

Electrical/Telephone/Data Outlets: There should be adequate electrical and data outlets for the equipment and computer use necessary for an effective media center. A LMC should provide enough data drops for student access to network research, telecommunications, circulation desk, printers and automated catalog stations. Additional drops would include those necessary for specialized areas (i.e. office, video/telecommunications area, television studio, and multimedia production area), taking into consideration the recommended workstation ratio and future growth. All areas should have adequate electrical outlets to support the necessary usage. There should be telephone outlets and dedicated lines available for telecommunication research, office use, video/telecommunications access and facsimile use.



APPENDIX G: Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services:

- Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves.
- Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- Libraries, which make exhibit spaces and meeting rooms available to the public they serve, should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

Intellectual freedom is freedom of the mind and as such, it is both a personal liberty and a prerequisite for all freedoms leading to action.

Intellectual Freedom Manual.

American Library Association, Fifth Edition, 1996, p. xiii.

Intellectual freedom can exist only where two essential conditions are met: first that all individuals have the right to hold any belief on any subject and to convey their ideas in any form they deem appropriate; and second, that society makes an equal commitment to the right of unrestricted access to information and ideas regardless of the communication medium used the content of the work and the viewpoints of both the author and receiver of information.

Intellectual Freedom Manual.
American Library Association,
Fifth Edition, 1996, p. xiii.

Intellectual freedom cannot bring itself into existence. Librarians must apply the principles of intellectual freedom to activities undertaken daily - materials selection, reference service, reevaluation, protection of confidential patron information and most important, collection building. It is in acquisition and its product, the collection, that intellectual freedom must be reflected.

Intellectual Freedom Manual.

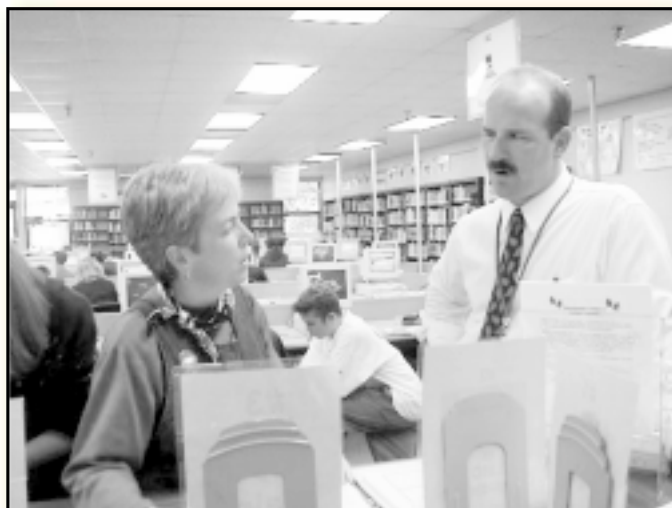
American Library Association, Fifth Edition, 1996, p. xvii.

APPENDIX H: **AASL Position Papers**

- Appropriate Staffing for School Library Media Programs
http://www.ala.org/aasl/positions/ps_schoolmedia.html
- Flexible Scheduling
http://www.ala.org/aasl/positions/ps_flexible.html
- Information Literacy: A Position Paper of Information Problem Solving
http://www.ala.org/aasl/positions/ps_flexible.html
- Resource Based Instruction: Role of the School Library Media Specialist in Reading Development
http://www.ala.org/aasl/positions/ps_reading.html
- Role of the School Library Media Program
http://www.ala.org/aasl/positions/ps_roleschool.html
- Role of the School Library Media Specialist in Site-Based Management
http://www.ala.org/aasl/positions/ps_sitemgmt.html

Appendix I: **Kentucky Standards and Indicators for School Improvement**

<http://www.kde.state.kyus/olsi/improve/default.asp>



Glossary

AASL - the American Association for School Librarians, associated with ALA and is the national professional association for school media librarians. <http://www.ala.org/aasl>
ALA - the American Library Association, the national professional organization for all librarians. <http://www.ala.org>

AUTHENTIC LEARNING - students are presented with problem-solving activities that incorporate authentic, real-life questions and issues in a format that encourages collaborative effort, dialogue with informed expert sources, research (electronic and print), and generalization to broader ideas and application.

AUTOMATED CIRCULATION - a computerized system for checking materials in and out of the LMC.

BIG 6 - A research based strategy that teaches information and technology skills. <http://www.big6.com>

COLLABORATIVE PLANNING - the planning for, involvement with, and supporting of students by two or more concerned groups, i.e., teachers, library media specialist, aides, itinerant and resource teachers, parents, community representatives, etc.

COLLECTION DEVELOPMENT PLAN - a systematic process for evaluating, selecting, acquiring and maintaining materials, resources, and information services to support and enrich the school's education process.

ELECTRONIC CATALOG - a computerized index to materials housed in the library media center and classrooms.

FLEXIBLE SCHEDULING/FLEXIBLE ACCESS - access to the LMC that allows the use of the LMC at the "point-of-need" by individuals, groups and/or classes through mutual planning by the LMS and the classroom teacher to integrated information skills and literature into the classroom curriculum.

INFORMATION LITERACY SKILLS - the ability to find and use information.

INQUIRY LEARNING - questioning is an essential component of learning in the information age. The Library Media Program is the keystone in a school's efforts to promote efficient and effective self-directed inquiry.

INTEGRATED INFORMATION SKILLS - an interdisciplinary approach to teaching information skills as a part of content areas rather than in isolation.

INTERLIBRARY LOAN - a transaction whereby one LMC/library lends an item from its collection to another LMC/library.

KETS - the Kentucky Education Technology System is a legislated initiative of the Kentucky Department of Education. Among its many strands is to wire schools, make equipment available to teachers and students and integrate technology into the curriculum. http://www.kde.state.ky.us/oet/kets_services_and_projects.asp

KLA - the Kentucky Library Association, the professional association for Kentucky's librarians. It is affiliated with ALA. <http://www.kylibasn.org/>

KSMA - the Kentucky School Media Association is associated with KLA and is the state professional association for school library media specialists. <http://www.uky.edu/OtherOrgs/KSMA/ksma.html>

KVHS - The Kentucky Virtual High School is run by the Kentucky Department of Education and offers courses for Kentucky's high school students on a fee-basis (paid for by the school district). It also offers quality professional development for teachers. <http://www.kvhs.org>

KYVL - The Kentucky Virtual Library offers over 30 online databases to all Kentuckians including full-text and abstracts from periodicals, encyclopedias, web sites, almanacs, etc. KYVL is available in Kentucky schools. Remote access is available using a loginID and password. <http://www.kyvl.org>

KYVU - the Kentucky Virtual University offers college-credit classes and professional development via the Internet for Kentuckians. Credit is offered from the institution in which the student is enrolled. Students pay tuition to the institution in which he/she is enrolled. <http://www.kyvu.org>

LIBRARY MEDIA ADVISORY COMMITTEE - a representative group of teachers, parents, students (optional) and a school administrator that determines LMC policies and goals and assists in the selection of appropriate materials and equipment to meet school needs and is chaired by the LMS.

LIBRARY MEDIA PROGRAM - a planned program that provides resources and services and facilities instruction to meet the needs of the school. A library media plan includes a library mission and goals that support the school's educational goals and objectives.

LITERATURE-BASED INSTRUCTION - a strategy of teaching reading using high-quality literature as the foundation. The language arts components (spelling, grammar, etc.) and content areas are taught around a specific book or piece of literature. Multiple choices of books and a wide range of literature, i.e. fiction, nonfiction, poetry, etc., are essential to this approach.

LIBRARY MANAGEMENT - refers to automation software such as Follett, Winnebago Spectrum, Library World, etc. that offers a program for circulation, catalog and other features.

LMC (LIBRARY MEDIA CENTER) - an area of the school where a full range of materials, equipment and services from library media staff are accessible to students and school personnel.

LMS (LIBRARY MEDIA SPECIALIST) - a person with appropriate certification and professional preparation, both in education and library media, responsible for operating a Library Media Program.

MARC - This refers to Machine Readable Cataloging used in library automation cataloging.

MEDIA - materials in all formats and all channels of communication that serve as carriers of information.

NETWORK - a system of interdependent services which draw upon one another for expanded services, such as electronic networks and personal networks

ONLINE SERVICES - retrieval of information through the use of computers, modems, etc.

PROJECT-BASED LEARNING - students learn from a real world project where they use practical applications, research, hands-on, and content-driven experiences.

RESOURCE-BASED INSTRUCTION - uses of information from many sources other than textbooks.

STANDARDS AND INDICATORS - defines the elements of whole school improvement that schools can put into effect at the high school, middle school or elementary school level in order to produce the desired learning results. <http://www.kde.state.ky.us/olsi/improve/>

STUDENT-CENTERED - where students are the focus.

WHOLE LANGUAGE INSTRUCTION - a method of instruction where language is taught as a "whole" by integrating, listening, speaking, writing and reading rather than in isolation.

Bibliography

American Association of School Librarians and the Association for Educational Communications and Technology. (1998) **Information Power: Building Partnerships for Learning**. American Library Association. http://www.ala.org/aasl/pubs_menu.html

American Library Association Office for Intellectual Freedom. (1996) **Intellectual Freedom Manual**. <http://alastore.ala.org/>

Eisenberg, Michael B. & Robert E. Berkowitz. (1999). **The New Improved Big6™ Workshop Handbook**. Linworth. <http://www.linworth.com/>

Eisenberg, Michael B. & Robert E. Berkowitz. (1999). **Teaching Information and Technology Skills: The Big6™ in Elementary Schools**. Linworth. <http://www.linworth.com/>

Hyerle, David. (2000). **A Field Guide to Using Visual Tools**. ASCD. <http://www.ascd.org/>

Hyerle, David. (1996). **Visual Tools for Constructing Knowledge**. ASCD. <http://www.ascd.org/>

Joyce, Marilyn Z. & Julie I. Tallman. (1997). **Making the Writing and Research Connection with the I-Search Process**. Neal-Schuman.

Kentucky Department of Education. **Online II: Essentials of a Model Library Media Program**. <http://www.kde.state.ky.us/oet/customer/online2/online2.asp>

Loertscher, David V. (2000). (2nd ed.). **Taxonomies of the School Library Media Program**. HiWillow Research and Publishing.

McKenzie, Jamie. (2000). **Beyond Technology: Questioning, Research and the Information Literate School**. FNO Press. <http://www.fno.org/>

Rankin, Virginia. (1999). **The Thoughtful Researcher: Teaching the Research Process to Middle School Students**. Libraries Unlimited. (Highly recommended) <http://www.lu.com/>

Stripling, Barbara K. (ed.). (2000). **Learning and Libraries in an Information Age: Principles and Practice**. Libraries Unlimited. <http://www.lu.com/>

Thomas, Nancy Pickering. (1999). **Information Literacy and Information Skills Instruction**. Libraries Unlimited. <http://www.lu.com/>

Thompson, Helen M. & Susan A. Henley. ((2000). **Fostering Information Literacy: Connecting National Standards, Goals 2000, and the SCANS Report**. Libraries Unlimited. <http://www.lu.com/>

Some useful magazines:

InfoSearcher. <http://www.infosearcher.com/>

Teacher Librarian. <http://www.teacherlibrarian.com/>

School Library Media Activities Monthly. LMS Associates, Inc. <http://www.crinkles.com/>

Knowledge Quest. AASL. <http://www.ala.org/aasl/kqweb/>

Some useful web sites:

The Big6™ Michael Eisenberg and Robert Berkowitz. <http://www.big6.com/>

Connect: Inquiry Learning. <http://www.exploratorium.edu/ifi/resources/classroom/connect/>

FLIP IT. Alice Yucht. <http://www.aliceinfo.org/flipit.html>

ICONnect: KidsConnect. <http://www.ala.org/ICONN/kctools.html>

INFO ZONE. <http://www.assd.winnipeg.mb.ca/infozone/>

Information Literacy Process Models. <http://www.wlma.org/literacy/mdls.htm>

Information Power. AASL & AECT. http://www.ala.org/aasl/ip_implementation.html

The Inquiry Page. <http://inquiry.uiuc.edu/index.php3>

Kathy Schrock's Guide for Educators. [discovery.com. http://school.discovery.com/schrockguide/eval.html](http://school.discovery.com/schrockguide/eval.html)

Know It All. (Available on the KET Star Channel) Great Plains National. <http://gpn.unl.edu/>

LION: Lesson Plans and Teaching Activities for School Librarians. <http://www.libertynet.org/lion/lessons.html>

Make It Happen: The I-Search Unit. <http://www.edc.org/FSC/MIH/i-search.html>

Pathways to Knowledge(r). Marjorie L. Pappas & Ann E. Tepe. <http://www.pathwaysmodel.com/>

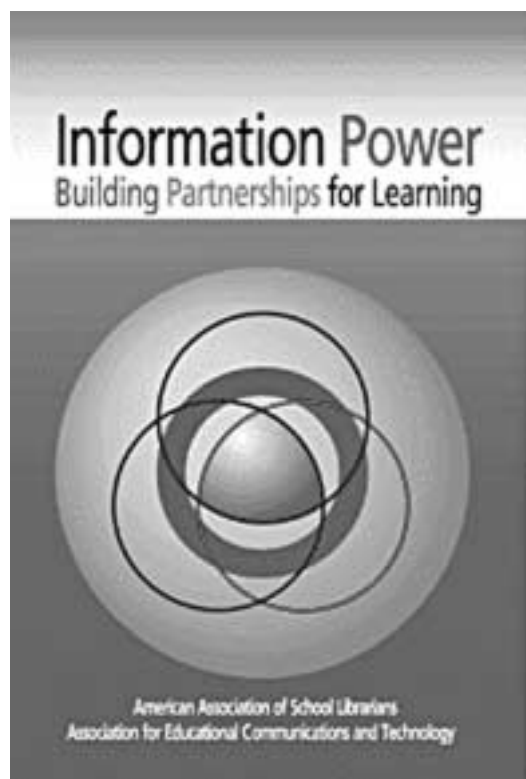
The Organized Investigator. David Loertscher. <http://ctap.fcoe.k12.ca.us/ctap/Info.Lit/Organized.html>

So You Have to Do a Research Project?

http://www.ri.net/schools/East_Greenwich/research.html#getting%20started

Webquest Page. <http://edweb.sdsu.edu/webquest/overview.htm>





**Information Power:
Building Partnerships for Learning**

American Association of School Librarians and Association
for Educational Communications and Technology. Copyright (c)
1998 American Library Association and Association for
Educational Communications and Technology.

To order a copy call toll-free
1-800-545-2433, then press 7
(calls accepted between 8 a.m. and 5 p.m. Central Time).

For more ordering information, check out the AASL web page
at www.ala.org/aasl/ip_products.html

For information regarding **Beyond Proficiency and Library Media Programs**, contact
Diane Culbertson at dculbert@kde.state.ky.us or call 502-564-7168.



